



## Long Term Plan - Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p>Dragon Myths and Legends</p> <p>Recount</p> <p>Explanation text</p> <p>Reading comprehension skills</p> <p>GAPS:</p> <p>Word classes</p> <p>Extending/Improving sentences with conjunctions, adverbs, fronted adverbials</p> <p>Weekly spellings – see Y4 spelling programme</p>	<p>Dragon Legends</p> <p>Viking sagas</p> <p>Explanation text</p> <p>Character description</p> <p>Rhyming verse</p> <p>Reading comprehension skills</p> <p>GAPS</p> <p>Weekly spellings – see Y4 spelling programme</p>	<p>Poetry unit</p> <p>Features of poetry</p> <p>Nonsense poems</p> <p>Narrative poems</p> <p>Poems with metaphors</p> <p>Reading comprehension skills</p> <p>Greek Myths and Legends</p> <p>GAPS</p> <p>Weekly spellings – see Y4 spelling programme</p>	<p>Explanation text</p> <p>GAPS</p> <p>Weekly spellings – see Y4 spelling programme</p> <p>Reading comprehension skills</p>	<p>Persuasive texts</p> <p>Links to PSHE</p> <p>poetry</p> <p>Reading comprehension skills</p> <p>GAPS</p> <p>Punctuating speech</p> <p>Weekly spellings – see Y4 spelling programme</p>	<p>Non-fiction texts/non-chron. report</p> <p>Fact files on animals (link to science topic)</p> <p>Reading comprehension skills</p> <p>GAPS</p> <p>Weekly spellings – see Y4 spelling programme</p>
<b>Maths</b>	<p>Number and Place value - Addition and subtraction</p> <p>TIMES TABLES – 3s and 4s</p> <p>Properties of shape</p>	<p>Multiplication and division</p> <p>Measurement - Length and Perimeter</p> <p>TIMES TABLES – 6s and 7s</p> <p><b>Consolidation of learning</b></p>	<p>Multiplication and division</p> <p>Fractions</p> <p>Measurement - Area</p> <p>TIMES TABLES – 8s and 9s</p>	<p>Fractions</p> <p>Decimals</p> <p>TIMES TABLES – 12s and 11s</p> <p><b>Consolidation of learning</b></p>	<p>Position and direction</p> <p>Statistics</p> <p>Measurement – Time</p> <p>TIMES TABLES – 12s and 11s</p> <p>Statutory times table test preparation</p>	<p>Measurement - Money</p> <p><b>Consolidation of learning</b></p>
<b>Assessments</b>	SWST	<p>NTS Maths + Reading</p> <p>Writing Moderation</p> <p>GAPS</p>		<p>NTS Maths + Reading</p> <p>Writing Moderation</p> <p>GAPS</p>		<p>NTS Maths + Reading</p> <p>Statutory Times Table Test</p> <p>Writing Moderation</p> <p>GAPS</p>

<b>Science</b>	States of matter	Sound	Electricity	Animals including Humans	Living Things and their Habitats	
<b>History</b>	Britain's settlement by Anglo-Saxons and Scots <b>What effects did the Anglo-Saxons have on British history?</b> The Viking and Anglo-Saxon struggle for Britain until the time of Edward the Confessor <b>How did the Vikings and Anglo-Saxons co-exist in Britain?</b>		Ancient Greece a study of Greek life and achievement and their influence on the western world <b>What legacy have the Ancient Greeks given to modern Europe?</b>			
<b>Geography</b>			<b>Locational Knowledge:</b> Identify the position and significance of the Northern and Southern Hemisphere, equator and time zones.  <b>Locational knowledge:</b> Locate the world's countries, using maps to focus on Europe and identifying the environmental regions, key physical and human characteristics and major cities.		<b>Place Knowledge:</b> Understand geographical similarities and differences through the study of human and physical geography of a region of a European country compared to one in the United Kingdom.  <b>Geographical Skills and Fieldwork:</b> Hollowford Link	
<b>Art</b>	<b>Plant Art</b> Drawing – Line, pattern and texture Painting, printing and colour Collage, sculpture and 3-D art Responding to artwork and using a sketchbook		<b>Sonia Delaunay</b> Painting, printing and colour Collage, sculpture and 3-D art Responding to artwork and using a sketchbook		<b>Recycled Art</b> Drawing – Line, pattern and texture Painting, printing and colour Collage, sculpture and 3-D art Responding to artwork and using a sketchbook	
<b>D.T</b>	<b>Textiles</b> Money Containers		<b>Electrical Systems</b> Battery Operated Lights		<b>Food</b> Seasonal food	
<b>P.E</b>	<b>Tag Rugby - outdoor</b> <b>Dance – indoor.</b>	<b>Hockey – outdoor</b> <b>Gymnastics – indoor</b>	<b>Athletics – outdoor</b>  <b>Badminton – indoor</b>	<b>Athletics – outdoor</b>  <b>Dance - indoor</b>	<b>Tri-Golf – outdoor</b> <b>Gymnastics - indoor</b>	<b>Netball – outdoor.</b>
<b>Music</b>	<b>Interesting time signatures</b> How does music bring us together?		<b>Developing pulse and groove through improvisation</b> How does music improve our world?		<b>Connecting notes and feelings</b> How does music shape our way of life?	

<b>R.E</b>	What do Hindus believe God is like?	What is The' Trinity' and why is it important for Christians?	What does it mean to be a Hindu in Britain today?	Why do Christians call the day Jesus died 'Good Friday'?	For Christians when Jesus left, what was the impact of Pentacost?	How and why do people mark the significant events of life? C,J,NR
<b>Learning for Life</b>	<b>Citizenship</b> Rights, Rules & Responsibilities	<b>Myself &amp; My Relationships</b> Family and Friends Anti-bullying	<b>Healthy &amp; Safer Lifestyles</b> Drug Education Personal Safety	<b>Economic Wellbeing</b> Financial Capability	<b>Healthy &amp; Safer Lifestyles</b> Relationships and Sex Education	<b>Myself &amp; My Relationships</b> Managing Change
<b>MFL</b>	<b>Family and Friends</b> Family, pets, my house  <b>French culture</b> <b>How is Christmas celebrated?</b>		<b>Food Glorious Food</b>  <b>French culture</b> <b>What food is France famous for?</b>			
<b>Computing</b>	<b>Multimedia</b> Word Processing Skills Using the school network.  <b>E-Safety:</b> protect myself, being secure and making good choices.	<b>Programming Skills</b>  <b>E-Safety:</b> choose age-appropriate websites and games. Advise friends on choices	<b>Technology in our lives</b>  <b>E-Safety:</b> report concerns to a trusted adult. Using safety features of websites	<b>Multimedia</b> Powerpoint Skills  <b>E-Safety:</b> searching safely on the WWW	<b>Data Handling</b>  <b>E-Safety:</b> consolidation of learning and understanding	<b>Programming Skills</b>  <b>E-Safety:</b> consolidation of learning and understanding